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the poet; Circe may belong to earlier songs, Calypso may be no older than the *Odyssey*, yet both be original in their present place in Homer. Thus no one part of the poems can be selected as older because older myths or customs are contained in it.

The author advances strong proofs that there are no arguments, of value, based on meter, myth, custom, language, or vocabulary for placing any part of the *Iliad* at an earlier age than any other. The real question at issue is one of poetry and all other issues are subordinate. If a scene is conceived in the spirit of the whole and contributes to the poetic end, it is part of the conception of the poem, even if it involves contradiction in minor matters.

This book of nearly four hundred pages is an abstract of the learning of thousands of pages of others, as well as the condensed beliefs of its author, so that a digest is impossible; it must be read in full to be appreciated. It contains the most telling arguments against all theories which have substituted others for an original, creative poet, and furnishes not only negative, but positive reasons for accepting once more the Homer of Aristotle and Aristarchus.

It is most significant that this great scholar should have begun as a follower of Kirchhoff, then gradually have become a believer in Homeric unity, and that Muelder in this same year should have completed a similar transformation, so that the one who a few years since was the most radical disciple of Wilamowitz should have made the first thesis to be established in his recent book the proposition that "The *Iliad* is a unity composed according to a single plan".

Professor Rothe never indulges in vague or uncertain conjectures, but keeps well within the realm of sober sense and ascertained fact; therefore he has written a safe guide for all Homeric students. In my judgment this is the best fruit of Homeric scholarship and no other book on Homer is so indispensable.

NORTHWESTERN UNIVERSITY.

JOHN A. SCOTT.

MEETING OF THE NEW YORK LATIN CLUB

The New York Latin Club held its second meeting of the season at The Gregorian, Saturday, February fourth. Nearly one hundred members and guests were present. After the luncheon several matters of interest were brought to the attention of the Club. Dr. Riess introduced a resolution commending the recent action of the Harvard authorities whereby Latin is the foreign language required by that University as one of the entrance examination subjects to be offered by candidates for the A.B. degree. The resolution was unanimously adopted by the Club. Professor Knapp announced that contributions to THE CLASSICAL WEEKLY from members of the Club would be welcomed by the editors. He further announced the annual

meeting of The Classical Association of the Atlantic States, to be held at Princeton University, April 21-22.

As Superintendent Maxwell, the speaker announced for the meeting, delayed his appearance, an invitation was given to Vice President Greene of the Board of Education to address the Club. He said he was a firm friend of classical studies and promised to do all in his power to retain them in our city high schools. In offering suggestions concerning the teaching of Latin he spoke with diffidence, since he was only a layman addressing the profession; but his ideas were warmly applauded by all present. He urged that pupils be taught the exact meanings of Latin roots and trained to recognize their significance in English derivatives. He emphasized the value of a knowledge of Latin to students of history and law, and recommended that the ancient authors now studied in schools be supplemented by reading great documents written in Latin, such as Magna Charta or the text of great international treaties.

Dr. Maxwell, City Superintendent of Schools, had been advertised to speak on College Entrance Requirements in Latin, but upon being introduced disclaimed previous knowledge of his theme and so talked to the Club on aims and methods in Latin teaching. He decried the vocabularies printed in the school texts of classical authors, which give the special uses of words rather than the root meanings, and from which pupils can obtain little or no etymological knowledge. Roman history should be taught by Latin teachers, as it logically belongs to their department. Sight reading of Latin Dr. Maxwell felt to be chiefly guesswork and as such of slight educational value. The first year's work in Latin as now outlined seemed to him overloaded with hair-splitting distinctions of syntax which are unnecessary and cumbersome. But he paid tribute to the great value of classical training and to the discipline which it alone can furnish.

His speech was followed by a discussion, made brief by the lateness of the hour. Professor Lodge corrected the misapprehension as to the real intention of an exercise in sight reading, which is not guessing at the meaning of Latin previously unseen but is ascertaining the meaning of a passage by applying the knowledge which a pupil has previously acquired. Sight reading in this sense Superintendent Maxwell admitted to be of great educational value. Thumbing repeatedly the leaves of a dictionary wastes much valuable time. Professor Knapp suggested a conference on the subject of first year Latin between the educational authorities of the city and a committee of the Latin Club. As Dr. Maxwell heartily concurred with the suggestion, President Harter was empowered by the Club to appoint such a committee.

ANNA P. MACVAY, Censor.